

# Grade 8 Advisory Program

2008 - 2009



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**This booklet contains the overviews, activity outlines, relevant reading, and parent/student letters that we will use during the year.**

## **Philosophy**

Advisory is the foundation of our 8<sup>th</sup> Grade; it is a diverse community based on trust and respect that provides academic, social, and emotional support for our individual empowerment. We believe that advisory time is an opportunity to form genuine and meaningful relationships with kids that meet the needs of the developing adolescent. It provides a perfect medium for application and consolidation of knowledge and skill, as well as building and developing constructive relationships: student/student; adult/student; student/community.

We have designed our Advisory program to complement our Teaming program, and the Health curriculum, in order to provide students with the vital support framework necessary to create a secure environment for them. We believe that such an approach allows us to practice the rights and responsibilities of global citizenship, to facilitate social adjustment within our student body and within individuals, and to build a community.

The National Middle School Association (NMSA) advocates the use of an advisory program to develop links between parents and the school and to mediate between academic and social concerns. (p. 16-17) Research indicates that there is a direct correlation between student success and the development of strong connections between all members of the school community. *"Students who feel connected to school are less inclined to participate in risky behaviors and more apt to do well academically"* (Makkonen). In keeping with this approach, the Grade 8 Advisory Program has a strong focus on leadership. The NMSA reports that in the area of social-emotional development, young adolescents *"are dependent on the beliefs and values of parents and other valued adults, but seek to make more of their own decisions."* (p. 49). It makes sense therefore, that the final year of middle school is the logical stage to give Grade 8 concrete leadership opportunities and the chance to take on true ownership.

### **Advisory Time**

We believe in allowing for 40 – 50 minutes for advisory periods. 25 minutes is not a long enough block for it to be a useful time for EAGLE implementation or advisory initiatives. According to Chris Stevenson, Professor of Education at the University of Vermont and author of *Teaching Ten to Fourteen Year Olds*:

*"Too often ... the time (for advisory) is too brief (less than 20 minutes)...It isn't unusual to find that little or no in-service preparation was invested in preparing teachers and the program ...yet the teacher advisory (is) the soul of the middle-level movement; in that context, more than any other, teachers can act on their commitment to education based on the nature and needs of adolescent children."* (Hopkins)

If the Advisory Program is to achieve its goals, it needs to be given the chance to succeed. This means allotting the program a reasonable amount of time within schedule.

### **Sources:**

- Makkonen, Reino (December 21, 2004). Advisory program research and evaluation. Retrieved April 23, 2008, from CES Nationalweb Web site:  
[http://www.essentialschools.org/cs/resources/view/ces\\_res/345](http://www.essentialschools.org/cs/resources/view/ces_res/345)
- Hopkins, Gary (2004, December 7). Advice about middle school advisories. Retrieved April 23, 2008, from Education World Web site: [http://www.education-world.com/a\\_curr/curr127.shtml](http://www.education-world.com/a_curr/curr127.shtml)
- National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, Ohio: NMSA

# EAGLES

Draft

# **E**mpowered **A**daptable **G**lobally Minded **L**iterate **E**thical **S**killed

## **E**mpowered to.....

- Be life-long learners.
- Take risks, to imagine, and to innovate
- Interact with the world around them
- Demonstrate leadership through collaboration and teamwork
- Adopt a healthy, well-rounded lifestyle

## **A**daptable.....

- Resilient, flexible, self-motivated learners
- Problem solvers, negotiators and collaborators

## **G**lobally minded citizens who.....

- Act with past and future in mind
- Embrace diversity with compassion, empathy, and acceptance of others
- Respect and support family and community.
- Engage responsibility in the world's problems
- Protect and advocate for local and global environments.

## **L**iterate individuals who.....

- Communicate articulately through reading, writing, speaking, listening, and artistic expression
- Can analyze new information to create new knowledge and develop understandings.
- Use information and communication technologies effectively.

## **E**thical human beings who.....

- Demonstrate citizenship and generosity through authentic community service activities
- Demonstrate integrity and honesty to themselves and to others in words and actions

## **S**killed inquirers who.....

- Apply content knowledge and skills in authentic situations
- Strive for academic excellence.
- Reason soundly and critically.
- Explore other languages and cultures.

## **Activities to explore the EAGLES**

Classroom posters  
Door murals

**(still to be written)**

## **Integrating the EAGLES**

Reflections for SLCs involve the EAGLES, as do our discussions and reflections on connections, leadership training and initiatives, the literacy program and the career fair.

**(still to be written)**

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# Overview

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## **Program Content**

### **I. SLC Preparation**

- EAGLES
- Quarter Goals – Health, Academic, Social
- Personal Mission Statement
- Collecting Evidence for SLCs
- Blogging

### **II. Leadership Initiatives**

- Middle School Peer Mentor
- Elementary Leaders
- Fundraising/Community Service
- Leadership Initiatives
- Myg Nites – Student Organized
- Student Directed Activities to Promote Cross Grade Involvement and Character Development

### **III. Literacy**

- SSR (sustained silent reading) and DEAR (Drop Everything and Read)
- Blogging
- Read and Respond
- Moodle
- Individual Project to begin in middle of Quarter 3

### **IV. Career Fair**

- Get Parents Occupations at Beginning of Year
- Committees
- Presenters Committee
- Scheduling Committee
- Hospitality Committee
- Publicity Committee
- Learning Activities Committee
- Follow-Up

### **Semester One Outline**

After the initial set up period, students will work through a three day rotation around Sections I - III

### **Semester Two Outline**

After initial set up of theme four, students will work on a four day rotation for Quarter 3 and then focus on Sections II – IV in Quarter 4.

NB. Advisories are often used for study skills initiatives, incorporating a focus on time management, test preparation and study habits. Rather than being part of the advisory program, these are integrated throughout core classes.



## Advisory Schedule - Planning

Week Beginning	Activity				
	M	T	W	TH	F
August 18			Parent student orientation day	1 <sup>st</sup> day students	
August 25					
September 1					
September 8					
September 15	Mid autumn festival				
September 22					
September 29	PD Day	PD Day	National Day Break		
October 6					
October 13					
October 20				End of 1 <sup>st</sup> quarter	
October 27					
November 3				Parent conference	Parent conference
November 10					
November 17					
November 24					Half day
December 1					
December 8					
December 15					Half day
December 22	Winter Vacation				
December 29					

Week Beginning	Activity				
	M	T	W	TH	F
January 5					End of 2 <sup>nd</sup> Quarter
January 12					
January 19					Chinese New Year Assembly
CHINESE NEW YEAR					
February 2	PD DAY	PD DAY			
February 9					
February 16					
February 23					
March 2					
March 9					
March 16					End of 3 <sup>rd</sup> Quarter
SPRING BREAK					
March 30					
April 6	Tomb Sweeping Day			SLCs Half day	SLCs Half day
April 13					
April 20					
April 27					MAY HOLIDAY
May 4					
May 11	CHINA ALIVE				
May 18					
May 25				Dragon Boat Festival	
June 1					
June 8				Last school day	

## **An Emphasis on Team Work**

Team Work is promoted throughout all core subjects, as well as advisory. We believe that building a sense of ‘working together’ gives students the confidence to develop their independent learning skills as well as the development of independent voice.

### **How will we do this in advisory?**

In first quarter, we will run a series of activities to build connections within advisories, and within grade levels. The Retreat Day (also known as Bonding Day) will be part of this process.

**(still to be written)**

Draft

# **A Starting Point**

**Student Documents**  
**Parent Letters**

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## Expectations for 8<sup>th</sup> Graders

It is going to be a great year! You are now the leaders of the school and will set an example for 6<sup>th</sup> and 7<sup>th</sup> graders. To make sure everyone understands what our expectations are for you this year we as an 8<sup>th</sup> grade team have some guidelines.

### **Operational:**

- Bring your agenda to all your classes EVERYDAY.
- No 8<sup>th</sup> Graders in the 6<sup>th</sup> and 7<sup>th</sup> grade hallways (except during Elective times). ONLY use the stairs at the end of the hallway by the cafeteria to get downstairs.
- No Hats in the building: period.
- Cell phones and MP3 players are not to be seen in the hallways, food court or classroom areas. Uses of electronic devices are not allowed in the classroom unless the teacher permits.
- There will be a MP3 friendly zone during lunch in the Orange Couch Room.
- There is to be No food in the hallways and no "fizzy" drinks.
- You can go to your lockers at the beginning of the day, before and after lunch and between CORE classes. You MAY NOT pack up before Advisory or Electives.
- Students are not to wear PE uniforms to class.
- Student dress is as follows:
  - Shirts can not show your stomach when your arms are at your side.
  - Skirts and shorts can not be less than your finger tips when your arms are relaxed at your side.
  - If you choose to come to school in inappropriate clothing you will be given replacement clothes to wear for the rest of the day.

### **Academic:**

- Homework and projects are expected to be turned in on time. Students are responsible for seeking help from teachers when needed. Parents will be contacted if work is not turned in on time.
- A half an hour of homework per Core subject will be assigned per class. As much as possible, projects and tests will be coordinated to not overlap.

August 16, 2007

Dear Parents,

The 2007-2008 school year is upon us and your child is off to the most exciting transitional periods of their life. We believe that you play a crucial role in how your child will view learning, homework, and striving for excellence. Shanghai American School has a reputation for producing the very best students because we set high standards, work as a team, and work in a continuous partnership with you. In order to make sure that your child is receiving the very best that we have to offer, we need you to take time out of your busy schedule, and do something for us.

In a million words or less, please tell us about your child. We ask you to share anything that you want to tell us that makes your child special and unique. Please share likes, dislikes, hopes, fears, past success, and especially their dreams. Oh, did we mention to write in a million words or less? No words that exceed a million will be counted. This is our homework assignment for you. Welcome back to school.

Right now, right at this moment, your child is changing. They are making some difficult choices. They are looking at their lives and assessing where they are now... who they are and who they want to be. Sometimes students masquerade their abilities due to shyness, peer pressure, or indecisiveness. Other times, students may act one way at home, another way in front of teachers, and still another with their peers. Our goal for them is to be lifelong lovers of knowledge and to continue their growth into compassionate, intelligent and self-assured young adults. So we will share this homework assignment with our team, not with your child/other students, unless you say it's ok and don't mind.

Please return your homework assignment to us by Friday, August 24, 2007. You may send your assignment via your child or by email to your child's advisory teacher. This assignment will be worth 20 full points. For parents who do not do this assignment, your child will be interviewing you, and other family members, and their grade will go towards this assignment during the quarter. No late work will be accepted, unless there's a personal family emergency, illness, and if you have previously contacted us prior to the due date. We will not be taking off points for any spelling/grammatical errors and we will happily accept the assignment written in your native tongue. We will be grading this homework assignment based on completion. You do it, and then you and your child get the full 20 points.

Remember, in a million words or less; please tell us about your child. Focus on anything that you want to tell us that makes your child special and unique. Please share likes, dislikes, hopes, fears, past success, and especially their dreams.

With Kind Regards,

Amanda DeCardy  
Fay Leong  
Jen Lewis  
Susannah Muench  
Michael Saich  
Kay Saich  
Eli Weiss

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# Building Connections

## Activities

## **Advisory**

### **Activities**

1. Getting to know you: Personal Safety and Wellness
2. Locker and agenda organization
3. Blog reflections on the first week

Draft



**Name:**  
**Teacher:**

## **Getting to know you** **Personal Safety and Wellness**

**A. Introduction and Name Tags (5 min) Who:** \_\_\_\_\_

One person or two people should distribute name tags while another introduces each of you (5 min.)

Write below EXACTLY what you are going to say in your introduction:

**B. Motion Name Game (5 min.) Who:** \_\_\_\_\_

- Kids will form a circle
- Everyone sits in the circle and will have a turn to say their name and do a motion with it
- The group will repeat the motion and say the name together

Hints: An easy way to make a circle is by having them hold hands and then drop them. Model the action/name sequence by starting with your name and motion first.

**C. Brainstorm: What does personal safety and wellness mean?**

(5 min.) **Who:** \_\_\_\_\_

You will brainstorm this with your class today. Write down possible ideas in bullet form below:

#### **D. Skits on Being Healthy (5 min) Who:\_\_\_\_\_**

Younger students love puppets and they are a great way to get across a message. You will be using the same puppets every class so give your puppets a name and personality.

You will give a little skit on being healthy to the class. Brainstorm in your notebook ideas for your skit.

Possible ideas:

- Your skit might be about someone eating too much candy and feeling sick and their friend telling them it is better to eat just one or two.
- Your skit could also be about someone feeling bad about themselves because someone made fun of them and then a friend telling them not to worry that they shouldn't listen to others, they should feel good about themselves.

*“Now that you have ideas on how to be healthy, we are going to show you skit on being healthy. We will ask for your help to solve our problem in our skit so be sure to listen”*

Now write down your skit word for word below:

#### **E. I feel healthy when I \_\_\_\_\_? (10 min.)**

**Who:\_\_\_\_\_**

*“You are now going to get a chance to create your own healthy eating or living poster. We will hand out sheets to each student where you can write when you feel healthy. You can use ideas from the brainstorm or you own. I will show you an example of one that we did. Remember to write when you feel healthy on the line and underneath draw a picture or symbol that represents how you feel or what it looks like when you are healthy. You can use the colored pens and markers we have.”*

Make sure you have enough markers and worksheets for each student in your basket and your own examples.

#### **F. Reading Books (IF there is time 5 to 10 min)**

**Who:\_\_\_\_\_**

Make sure your book is appropriate for your grade level. The person who is going to read the story needs to practice reading out loud. Below write some questions you can ask as you read AND after the story to the students about how the book shows healthy living or eating.

## **Whole Grade Level: Building Connections**

### **Aim: Building cooperation**

*(It's a good idea for advisors to practice all these in an advisor group beforehand)*

#### **Activity 1 - Linking arms**

Sit in pairs, back to back

Link arms

Try to stand up

#### **Activity 2 - Human Knot**

Divide advisory in half

Stand in circle

Hands in the centre, eyes shut, grab someone's hand in each of yours

Open eyes and untangle 'the human knot'

#### **Activity 3 - Newspaper**

Divide advisory in half

Give each group 1 sheet of newspaper

Whole group stands on the sheet

Fold the paper

Get back on the sheet

Fold the paper (and so on)

The group that has one foot on the smallest size of paper wins

#### **Activity 4**

The 'circle sit'

#### **Activity 5**

Scavenger Hunt

#### **Activity 6**

Tug of War

## Grade 8 Scavenger Hunt

***Find two people who...(you can only use one name once)***

has three or more siblings (sisters or brothers).	speaks more than three languages.	doesn't have an ipod or MP3.	watched the fifth Harry Potter movie	ate breakfast today.	has traveled to Australia.
is wearing jewelry.	does not own a computer.	has been in Shanghai less than 10 days.	rode on a train this summer.	has traveled to four continents or more.	Is wearing a watch.
has been at SAS for three years or more.	is new to SAS this school year.	really likes to eat pizza.	is wearing a skirt.	swam in the Pacific Ocean this summer.	enjoys playing rugby.
is left-handed.	can juggle.	has a sibling at this school.	plays piano.	lives higher than the tenth floor.	Has a pet (dog or cat).
wears contact lenses.	got braces this summer.	rode a bicycle this summer.	skateboarded this summer.	stayed in Shanghai all summer.	went to Europe this summer.

***Find a teacher who...(one name each box)***

met Imelda Marcos at a conference.	rode a 110km race around Africa.	was a competitive ice skater.	has children named after sports themes.	is left-handed.	owns three beagles (dogs).
is a telemark skier.	went to Qingdao this summer.	ran the Portland marathon.	used to attend circus school.	held hands with gorillas in West Africa.	has a son who's a wild animal trainer.
speaks Japanese.	used to show dogs.	has a friend who's a horse whisperer.	played basketball in college.	spent 3 hours hanging out with 'The World's Fastest Man'.	spent time in flight training.

# Retreat Day: Building Connections

## Aims of the Grade 8 retreat day:

- To create an adventure learning experience that will both enhance and support the Grade 8 leadership program
- For students to get to know members of their grade level

**Venue:** Gongxing Park

**Reason:** The ropes course

## What is a ropes course?

Ropes Challenge Courses have become increasingly popular over the last 20 years. They were first developed in the UK in the 1940s as part of a group called *Outward Bound* and spread to the US in the 1960s, becoming part of *Project Adventure* in the 1970s. These courses, both for adults and children, provide the opportunity to push the limits of 'comfort' zones, to build trust between groups and to develop physical, emotional, social and problem solving senses.

## Benefits

Team work and leadership does not simply spring fully formed into being. Through engaging in team building activities throughout the whole year, and being provided with training and leadership opportunities, we hope that 8<sup>th</sup> Graders will develop a greater sense of self, and of responsibility, confidence and risk-taking; all part of the EAGLES principle of empowerment. Physical challenges such as ropes courses '*build collaboration ... (and) involve the mind and body in learning and team building*', helping with attention and memory skills. (Wilson and Horch)

## Overview of the ropes course

Essentially, the course consists of a series of 'obstacle courses'; poles, rope and metal strung together to provide a constructed climbing experience. In teams of 9 or 10, Grade 8 students will be given a scenario and a time limit and required to make their way across each obstacle as a group, leaving no one behind. To increase the level of difficulty, some students will be blindfolded or asked to pretend they have a broken arm or leg.

## Comments from participants

*'it helped us trust the people we were with...if you have imagination you could see how these experiences could happen in real life... (and) see how you could help people without leaving them behind'*. (Matthew Jardine)

*'the kids really focused on working together and supporting each other as a whole team'*  
*'students seemed to take advantage of the opportunity to connect with students that they didn't previously know'* (Teachers on the trip)

*'it was fun... I met lots of new people'* (Kristian Agergaard)

## Sources

Wilson and Horch, 'Implications of Brain Research for Teaching Young Adolescents' (Middle School Journal, Sept 2002, Vol 34/1. pp 57-61)

Dear Parents,

Sept. 14, 2007

On September, 28<sup>th</sup> the grade 8 team will be going to Gonqing park to participate in some team building challenges on their low ropes course. As well, we will be participating in assorted afternoon activities including a one hour boat ride. We anticipate the experience to be worthy as it helps students learn to work better as a group, helps them to identify some of their own leadership strengths as well as gives us an opportunity to work on SAS's EAGLES outside of our usual classroom setting. In order to best enjoy the day students should come prepared with the following:

1. **Two snacks.** One snack is to be consumed during the morning session and one during our afternoon session. The snack should be something that can be consumed easily in ten minutes.
2. **Lunch.** There are no places at the park to buy food therefore all participants are asked to bring their own.
3. **Water.** All students should bring at least two bottles of water to avoid dehydration.
4. **Backpacks.** Students will be asked to unload their backpacks at school of any material that will not be needed at the park and to re-load it with the items mentioned above. There will be a secure spot at the park where the bags may be left.
5. **Gloves are optional.** Some students may feel more comfortable wearing gloves while they are maneuvering along the ropes (this helps avoid rope burn).
6. **Sun block is optional.** All though we do not anticipate it being hot, we will be exposed to the sun's radiation for about 5 hours.
7. **Insect repellent is optional.** Although insects have never posed a problem on any of my various trips to the park it is still worth considering.
8. **50 RMB** The school is covering the cost of the entrance to the park, ropes course, and boat ride. We suggest bringing some extra RMB in case anyone would like to participate in optional activities during free time. There is a rock wall (20 kuai each), a luge run (15 kuai each), various rides (5 kuai each), and much more.
9. **Hat.** This will help retain body heat as well as block sun rays.

Our school nurse will be serving as our medic for the trip and will be equipped with a first-aid kit to help with minor bumps and scrapes.

We will be taking a school bus to and from the park. Students will be able leave the park via bus using their regular drop off points.

We are looking forward to working with the students at the park. Please feel free to contact us if you have any further questions or concerns.

Regards,

Miss Jennifer Lewis  
Ms. Susannah Muench  
Mr. Eli Weiss  
Ms. Fay Leong

Mrs. Kay Saich  
Ms. Amanda DeCardy  
Mr. Will Knorr  
Mr. Michael Saich

Dear Parents,

On September, 26<sup>th</sup> the Grade 8 will be going to Gonqing Park for their annual retreat. Students will participate in team building activities including a ropes course. This experience will help students learn to work better as a group, identify their own leadership strengths, and give them an opportunity to explore SAS's EAGLES outside the classroom setting.

We are writing to elicit your help and support. In order to provide optimal supervision and direction at each ropes station we would like to ask for 5 parent volunteers. We will pay all fees for the day (entrance to the park and activities). We ask that you join us at school at 8:15 and ride the student buses to the Park. Busses will return to certain areas in the afternoon. This is a great opportunity to get involved and support your child. We look forward to your participation.

If you sign up as a **parent volunteer**, here are the expectations:

- You will be assigned one station to lead. (I assure you this will be very easy and fun!)
- There will be several teachers available to assist if needed.
- You will be provided with clear instructions outlining your station. You can receive this electronically (via email) so that you can review it prior to arriving at the park.
- Once at the park, you will read the directions to the students and hand out supplies.
- You will be free to join us for lunch and afternoon activities. The afternoon activities will include a boat ride and some free time where students may wish to take part in some fun rides.

If you are available to volunteer please either email Miss Jennifer Lewis at [Jennifer.Lewis@saschina.org](mailto:Jennifer.Lewis@saschina.org) or complete the form below and hand it in to Miss Jennifer Lewis. Many thanks for your support and involvement.

Sincerely,  
Miss Lewis, Ms. Muench, Mr. Weiss, Ms. Leong, Mr. Saich, Mrs. Saich,  
Mr. Knorr

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☐

Yes, I would like to be a parent volunteer for the Grade 8 retreat.

Name: \_\_\_\_\_

Contact Information (phone number and email): \_\_\_\_\_

## Grade 8 Retreat Planning

**Park #:** 6574 0586, 6532 1299

**Student #s:** 113

**Chaperones:** 11 teachers and parents to help run stations

**Date:** Sept. 26<sup>th</sup>

**Leave SAS at 8:20 – Arrive at the Park at 9:30. Eat a morning snack on the bus.**

**Wholesale tickets:** call 2 days in advance (*Mr. Mei: 13701664527, 6532 1299*)

**Entrance ticket:** 8.4 yuan per student (total: **949.2 yuan**)

**Teacher ticket:** 3 teachers are free, others 12 per adult/teacher (total: 96 yuan) \* if we have 11 parent volunteers, it will be = **228 yuan**.

**Adventure ropes:** 7 yuan per student, 10 yuan per adult/teacher (total: 791 yuan [students] + 110 yuan [teachers] + 110 yuan [parent volunteers] = **1011 yuan**)

**Boats:**

Row boat – 20 yuan (1 hour, 4 people per boat) - (675 yuan)

Peddle boat – 20 yuan (1 hour, 2 people per boat) – (1350 yuan)

Electric boat – 30 yuan (1/2 hour, 4 people per boat) – (1012.5 yuan)

949.2	entrance fee students
+ 228.	entrance fee adults
1011.	ropes (all)
675	row boats
<hr/>	
2863.2	Total

- **Students bring their lunch**
- **Transportation costs are not tallied into this figure!!!**
- **Free choice time 2-3 students will be asked to bring their own money for rides.**

### **Morning Activity (9:30-12:00):**

#### **Ropes**

- 8 kids in a group = 11 groups of 10-11 students
- **15-20 minutes at a station.**
- **12 stations** (we don't have to have all 11 groups do all 12 stations – it may take too long)
- To be successful, stations should be **as challenging as possible**. Use lots of blindfolds and scarves to indicate injuries. We will follow the difficult level as outlined in each blurb. As well, **emphasize that the physical challenges are secondary to teambuilding skills**. Therefore, it is important to run quality debriefing sessions after each apparatus.
- Parents will be supplied with **instruction manual** (laminated).

### **Lunch: (12:00 – 12:45)**

Bag lunches on grass area.

(could have student run activities)

### **Afternoon Activities(1:00 – 3:00):**



**1:00 – 2:00**

**Boats** (*NB. This did not take place in 2007 because there were no life jackets for the kids*)

**2:00 -3:00**

**Free time** to explore rides etc. I recommend staying in our groups for this – not let students run free.

NOTES:

- How are we arranging the buses? Who is booking them and for what time? Will buses leave from the park to designated places (like last year)?
- Do we have a backup plan if it rains? Could be dangerous if it rains.
- Who would like to be in charge of dividing our students into 11 groups?
- I would like to coordinate 11 parent volunteers to man each station. I will supply information packets to each parent with clear instructions.
- We need to have a pre amble in advisory explaining the activities for the day and emphasizing the focus that the physical challenges are secondary to teambuilding skills.
- We may want to end the ropes activities at 12 and have a longer lunch (12:00-12:45) and then start walking to the boat area at 12:45 to get there for 1:00.

## Gr. 8 Retreat at Gongqing Park

**8:05 – 8:20**

- Meet in the **Orange Grove Room**. We will meet in our groups.
- take attendance
- ensure backpacks are not heavily laden with textbooks etc. / encourage students to leave things they don't need at school.
- Please tell students not to bring anything worth value to them (electronics etc)
- Review rules and expectations

**8:20**

- **Load the bus**. Please ensure that you are loading onto the bus that has been assigned to you.

**9:20**

- **Arrive at Gongqing Park** – meet at the front gates. Students may put their backpacks in a secure location.

We will enter as a whole group and proceed to the ropes course.

**9:30 – 11:30**

- **Ropes Course** – please head to your designated starting station and wait for the announcement to start. Plan on 15 minutes at each station - rotate in order after 15 minutes. There are 12 stations, but you probably won't get to them all. We hope to get to 8. You will be provided with a package outlining each station. (see attached).

*This experience will help students learn to work better as a group, identify some of their own leadership strengths as well as give them an opportunity to work on SAS's EAGLES outside of our usual classroom setting.*

**11:30**

**Walk over to the field for lunch.**

- This is not free time and students should not attempt to go on any rides yet – they will have one hour of free time later in the afternoon.

**11:45 – 12:45**

**Lunch**

- After eating we hope to have some big group games and activities (soccer?).

**12:45**

- **Half of our groups** will walk over to the **boating area** while half of our groups enjoy **free choice activities**.

**1:00 – 2:00**

- Half of our groups (#7-12) will go **boating** while half of our groups (#1-6) will have **free choice time**. (see outline below for free choice activity options)

**2:00 – 3:00**

- Half of our groups (#1-6) will go **boating** while half of our groups (#7-12) will have **free choice time**. (see outline below for free choice activity options)

**3:10**

- **Buses will leave** from the front gate to designated drop off points.

**Free Choice Activities**

Since this day is focused on helping students use and build teamwork, we want to see groups stick together during free choice activities. It is important that students work together to do activities that meet the needs and desires of the group. There are a variety of options for free choice activity and we hope all students can do at least one thing they would really like to do. You will be given a map outlining locations for each thing. The activities are very close in proximity. It is important to watch the time to ensure that you make it to your next appointment.

**Options:**

Luge  
Swings  
Train ride  
Rock wall  
Park  
Go karts  
Bumper cars  
Large roller coaster  
Small roller coaster

Draft

# Retreat Day Reflections



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

*Students, here are three goals that we hoped our bonding day would help you develop. Please mark an x in the continuum where you think you fit.*

1. I met new people and got to know them.

1-----5-----10  
"I didn't meet anyone new." "I made new connections that will last."

2. I began to help members of a group.

1-----5-----10  
"I didn't help anyone." "I was really helping others by the end."

3. I took risks.

1-----5-----10  
"I didn't join groups." "I joined groups."  
"I didn't climb heights." "I climbed heights."  
"I didn't challenge myself." "I challenged myself."

*Anecdotal: Please respond in full sentences.*

1. Identify one thing that went well.

---

---

---

---

2. Identify one suggestion you would offer to make improvements for next time.

---

---

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# **Preparing for SLCs**

**Activities  
and  
Materials**

**Shanghai American School**  
**2006-2007**  
**Goal Management Form**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Core Ex. Teacher: \_\_\_\_\_

Circle goal Area:   Physical/Wellness  
                          Intellectual/Academic  
                          Personal/Behavior

My SMART goal is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategies I will use and actions I will take to accomplish this goal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Things that could prevent me from achieving my goal:

\_\_\_\_\_

\_\_\_\_\_

I would like to achieve this goal by this date:

\_\_\_\_\_



# Creating SMART Goals

## **Specific**

Be clear as to what exactly you want to accomplish. For example, change 'study more' to 'study my math materials.'

## **Measurable**

Define a specific measurement so you will know when you have achieved what you set out to do. For example, expand on 'study my math materials' to 'study my math materials at least 1 hour each weeknight.'

## **Action-Oriented**

Make sure that the goal reflects you actually doing something. So, expand in the previous statement by saying, 'review the previous day's notes and complete all associated exercises for math materials, spending at least one hour each weeknight.'

## **Realistic**

Make the goal challenging, yet realistic. For instance, if you know that on Wednesday nights you have soccer practice that will routinely keep you from spending one hour on your homework, make sure you reflect this in your goal. For example, 'review the previous day's notes and complete all associated exercises for my math materials, spending at least one hour each weeknight except Wednesday, when I will 30 minutes after practice.'

## **Time and Resource-Constrained**

Define the timeframe for goal accomplishment and what resources you will need to accomplish the goal. For example, 'accomplish this goal by the end of next month, using the library as my study location.'

Effective goals are also manageable goals. This means that a goal like 'complete my POW within two days after it has been distributed' needs to be broken down into smaller pieces. So for instance, this large goal is made up of the following smaller goal pieces:

- Meet with my teacher within 24 hours to ask for clarification on question.
- Ask my parents for help within 2 days of POW being distributed.
- Complete the POW by the third day.
- Hand rough-draft into Ms. DeCardy at least two days before POW is due for feedback.

### *Develop a Daily Plan*

Armed with a personal vision and concrete goals, you are ready to tackle your day-to-day tasks. Most of us refer to the way we accomplish our daily tasks as time management. This is really a misleading term. It implies that you have the ability to control time, when in reality, time marches on at a steady pace regardless of what you do. What you really need to do is learn to manage yourself in the time that you have available to you. Below are some tips to make the most of your time.

- Spend the last 15 minutes of every night or the first 15 minutes of every morning reviewing what you need to accomplish. This small amount of time can save you hours later in the day, ensuring you have the necessary information, materials and plans in place to effectively go about your day. Reflect on your goals, making sure you have considered these in planning your day.
- Review your to-do list daily. Make sure the things on your list are things that are important in accomplishing your goals. Watch that you don't fill up your to-do list with things that help other people get ahead at the expense of accomplishing your goals.
- Know when you are 'at your best.' For some it's first thing in the morning, for others it's right before bed. Use this time to accomplish your most challenging tasks so you can focus your best energy on it.
- Make sure you set aside enough time to get done what needs to get done. Don't sell yourself short. It's better to block out two hours to study for your math test and then find out you only need one than it is to have only set aside one hour and find you need two! Remember that learning is the key reason you are at school. Set aside enough time to make the most of your studies and make this time focused time.
- Define one specific place to keep track of your homework assignments and test dates for all your classes. This prevents you from flipping through each class' notebook every night to see what you need to do for the next day.



## **Examples of Goals in the Three Areas**

Physical/Wellness goals refer to the physical changes you want to experience related to healthy living habits.

- Participate in sports
- Eat only healthy snacks after school
- Get enough exercise each day
- Get at least eight hours of sleep each night

Intellectual/Academic goals refer to your work in school.

- Use my student agenda each day with all class assignments
- Raise my grade from C to B during the second quarter
- Complete my homework at least 80% of the time on time.

Personal/Behavior goals refer to how you behave both in and out of school.

- Become a better listener
- Improve my cooperation with my partners in class
- Clean out my locker and backpack each week
- Be nice to my siblings each day



**Shanghai American School – Pudong**  
**Spring 2007 Parent-Teacher-Student Conferences**  
**8<sup>th</sup> Grade SMART Goal Review**

Quarter: \_\_\_\_\_

Beginning Date: \_\_\_\_\_

Ending Date: \_\_\_\_\_

Goal:

---

---

**Circle the number below that best reflects your accomplishment on this goal:**

(1=Did not achieve at all

10=Completely achieved my goal)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

**Explain your score above:**

---

---

---

---

---

**What are your future plans to continue working on this goal?**

---

---

---

---

---

## Sample Friendly Letter for SLCs

For the Student Led Conferences you will need to write a letter to your parents explaining the purpose, what the conference is all about and what works you will present. Look at the sample letter below:

1 November 2007

*3 spaces*

*The person you are writing*

Susannah Muench  
888 No Where  
Seattle, Washington

*Salutation, with a comma*

Dear Mom and Dad,

*Paragraph 1 - state the purpose*

I wish to invite you to Student Led Conference on November 8<sup>th</sup> and 9<sup>th</sup>. This is a chance for me to share .....

*Paragraph 2- give the details of what the SLC will look like*

The Student Led Conference will begin with an overview of the goals I set at the beginning of the quarter. I have reflected on these goals and am now ready to make another one with your help! I will also present to you six pieces of work that I feel proud of from this quarter.

*Paragraph 3 – Give the details of what works you will present*

The work I will present includes a math quiz in which I showed I improved a lot.

With love,

*Sign your name here*

Susannah Muench

## **Your Friendly Letter**

Date \_\_\_\_\_

*3 spaces*

*The person you are writing and address*

*2 spaces*

*Salutation, with a comma*

Dear \_\_\_\_\_,

*2 spaces*

*Paragraph 1 - state the purpose*

*1 space*

*Paragraph 2- give the details of what the SLC will look like*

*1 space*

*Paragraph 3 – Give the details of what works you will present*

**1 space**

Complimentary Close:

\_\_\_\_\_

**2 spaces**

*Sign your name here*

Type Name below

\_\_\_\_\_

Draft

# **Parent letters**

## **for**

### **Student led**

### **conferences**

October 19, 2007

Dear Parents,

On November 8 and 9, all students at Shanghai American School will participate in student led conferences. Direct student involvement in the conferences makes learning active, provides opportunities for students to self-reflect and evaluate their performance, and encourages students to accept responsibility for their learning.

In the process leading up to conferences, students have been busy creating portfolios representing their work and goals through the first quarter. The portfolio is a purposeful collection of student work that tells the story of your child's growth as a learner. Your child will share this portfolio with you during conferences, detailing skills and processes learned as well as goals they've set to further improve themselves.

Since we know the conferences will take longer than the usual ten minutes, we have scheduled thirty minute blocks of time for you to attend the student involved portion of your child's conference. It is a vital and important experience that all students are able to share with parents what they have learned academically and socially so far this school year. For this reason, we ask that 100% of our parents participate in conferences. Your initial thirty minutes will be spent with your child going through their portfolios. The time immediately following your scheduled time slot should be spent visiting your child's specialists and core teachers for further information.

Please ask your child to return this paper to their advisory teacher with your first three choices of start time windows labeled (choice 1, choice 2, choice 3) by next **Wednesday, October 24<sup>th</sup>**. You may send this paper in via your child or you may email your child's advisory teacher with your first three choices. Slots will be filled on a first-come first serve basis. If your 8<sup>th</sup> grader has other siblings participating in conferences through the school, please write a note to us on the bottom of the sign-up page.

More information will be provided the week before conferences about what to expect during the student led conferences. We look forward to seeing you on November 8 or 9 and we thank you for supporting your child's education in such a meaningful way. If you have any questions, please feel free to email any of us.

With Warm Regards,

Amanda DeCardy  
Will Knorr  
Jennifer Lewis  
Fay Leong

Susannah Muench  
Kay Saich  
Michael Saich  
Eli Weiss

### Setting Up a Conference Time

**Child's Name:** \_\_\_\_\_

**Parent's Name:** \_\_\_\_\_

**Advisory Teacher:** \_\_\_\_\_

**Parent Email Address:** \_\_\_\_\_

Please label your first choice, second choice, and third choice for starting time windows.

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

Choice 3: \_\_\_\_\_

#### Options for Thursday, November 8

A. 12:30 – 1:00

(Arena from 1:00 – 2:00)

B. 2:00 – 2:30

(Arena from 2:30 – 3:30)

#### Options for Friday, November 9

C. 12:30 – 1:00

(Arena from 1:00 – 2:00)

D. 2:00 – 2:30

(Arena from 2:30 – 3:30)

Please return this form by **October 24<sup>th</sup>, 2007** to your child's advisory teacher or you may email them with your first three choices. You will receive confirmation no later than Monday, November 5 regarding your starting window for conferences. If your child has a sibling at another grade level, please complete the following information:

Sibling's Name: \_\_\_\_\_

Sibling's Grade Level: \_\_\_\_\_

Sibling's Teacher: \_\_\_\_\_

Sibling's Conference Day and Time (if known): \_\_\_\_\_

#### E-mail addresses:

[amanda.decardy@saschina.org](mailto:amanda.decardy@saschina.org)

[fay.leong@saschina.org](mailto:fay.leong@saschina.org)

[jennifer.lewis@saschina.org](mailto:jennifer.lewis@saschina.org)

[susannah.muench@saschina.org](mailto:susannah.muench@saschina.org)

[kay.saich@saschina.org](mailto:kay.saich@saschina.org)

[michael.saich@saschina.org](mailto:michael.saich@saschina.org)

[eli.weiss@saschina.org](mailto:eli.weiss@saschina.org)



Shanghai American School  
Spring 2008  
Independent Student Involved Conference Form

Dear Parents,

As much as we value your active participation in our Student-Led Conferences, we do understand that family / work situations may prevent you from attending these.

We believe the Student-Led process is important and valuable enough that even if you can not make the actual conference here at school, you will still be able to share in the process and celebration of your child's academic and personal progress.

Students who are unable to have their conference at school have been asked to lead their conference with their parents at home. Your child will set a time with you at home for the conference. They will need a computer to present all the necessary aspects of their work. Please assist them with finding a suitable area. The checklist and guidelines on the back of this page will help facilitate your very important discussions.

At the conclusion of the conference, please complete the following steps:

1. Sign and date the **independent student involved conference form** (on the back of this letter)
2. Fill in the **blue Parent Feedback form**.
3. Remind your child that both these forms as well as **the SMART goal form** need to be returned to their advisory teacher.

Have a fun and productive conference.

Enjoy!

The Grade Eight Teaching Team

*\*Reminder: Student- Led and student directed. (Be good listeners)*

## **Independent Student Involved Conference Review Form**

### **Step 1**

**As your child presents his/her physical and virtual portfolio, please circle the number that corresponds to whether you agree/disagree with each statement**

1. My child reviewed personal and academic progress on goals set on their blog and in their portfolio and explained their progress on these important areas.

**Strongly agree**

**1**

**2**

**3**

**4**

**Strongly disagree**

**5**

2. My child presented examples of work and analyzed their progress in all subject areas.

**Strongly agree**

**1**

**2**

**3**

**4**

**Strongly disagree**

**5**

3. My child explained areas of strengths as well as their own analysis of what they still need to work on or improve.

**Strongly agree**

**1**

**2**

**3**

**4**

**Strongly disagree**

**5**

### **Step 2**

Your child needs to set 2 goals for Fourth Quarter. They will present you with the **SMART Goal sheet**. Please review their first SMART Goal with them, and help them create their second SMART Goal.

### **Step 3**

Finishing the conference

1. Discuss the future transition to the high school and what may need to happen to make that more smooth and successful (aspirations, hopes, as well as reservations and fears)
2. Celebrate with your child all aspects of their success this year as all have made amazing progress in this most difficult time of development

### **Final step**

Contact any teachers you may feel you need further dialog with or clarification.

Please feel free to add additional comments in the space below, then sign and return to the Advisory teacher.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Building A Leadership Program**

## **Activities**

## **Contents**

Introduction

Training modules – overview

Module 1: Effective communication and relationships

Module 2: Group dynamics and problem solving

Module 3: Peer pressure – saying no

Module 4: The Crash

Module 5: Camping out

Module 6: Active Listening

Module 7: Rights and responsibilities

Draft

# Introduction

## Aims

To develop communication, self-esteem and leadership skills in students through providing them opportunities to take ownership of initiatives and to play a leadership role in Pudong Middle School

## Objectives

1. To develop group work skills
2. To develop the skills of effective communication and to see their importance in developing relationships
3. To develop self-awareness
4. To give students an awareness of rights and responsibilities
5. To consolidate the feeling of community by fostering communication and friendship between older and younger students
6. To promote a caring attitude towards others.
7. To give students an opportunity to take on a leadership role and learn effective leadership skills (to see Grade 8 as the leaders of the middle school)

## Options for initiatives within the school

### The following could mostly run during the advisory period:

- Peer tutoring programs (Reading schemes, math, science etc)
- Sports assistants
- Grade 6 activities during advisory period (build relationships within the middle school to assist with transition into the new environment)
- Roles of responsibility at school events (athletic events, presentation days, house sports, Middle School Assemblies, MYG Nytes)
- First Aid Training
- Work with teachers to design, create and lead excursions such as 'The Great Race' Day
- Student leaders might guide groups in elementary schools through relevant activities which lead to awareness and discussion of skills that benefit all participants. (possible group sessions include activities to develop self awareness, coping with peer pressure, self esteem etc)

## Action prior to beginning program

- Presentation of program to middle school counselor and teachers

## Operation of program

### Stage 1

- Training program in Quarter 1 (including bonding day training session, culminating in the ropes course activity)

Training program could include variations on the following modules (there is an entire program to follow – see *The Peer Support Program: Secondary Students Manual*, the Peer Support Foundation Ltd. - some ‘tweaking’ might be required):

- *Introduction to the program*
  - *Getting to know each other*
  - *Effective communication*
  - *Relationships*
  - *Group work*
  - *Peer pressure ~ saying no*
  - *Feelings*
  - *Self-awareness/self-esteem*
  - *Leadership/groups*
  - *Leadership practice*
  - *Summary and reflection*
- Once agreed upon with teachers, student initiative options and peer support options can be designed (outlines, aims/objectives, goal and reflection sheets etc)

### Stage 2

In Quarter 2, students select an activity to be involved in once a week

### Stage 3

This could continue through Quarter 3 and 4. Students once again may select activities that they wish to be involved in.

## TRAINING MODULES - Overview

Source:

*The Peer Support Program – Secondary Students Manual, the Peer Support Foundation Ltd.*

Modules from this program that would suit our current situation:

Topic	Aim
Effective communication	Awareness of effective listening
Relationships	Awareness of the value of personal relationships
Group work	Awareness of the need for rules within a group
Peer pressure – saying no	To identify how peer pressure affects us and how to say no
Feelings	To understand what we do with feelings To see how sharing feelings honestly can build friendships
Self awareness/ Self esteem	To learn to build self-esteem in self and others
Leadership/ Groups	To become more aware of how groups work together To become aware of how peers can support each other
Leadership practice	To practice leading a small group

Each module consists of objectives and set activities designed to achieve the objectives. They can be ‘tweaked’ to suit our purpose.

**In 2007 – 2008, the Grade 8 team created 4 modules, based on the above. These are outlined within this section.  
Modules 5 – 7 are from the Electronic Resource Center for Human Rights Education**

### A Student Leadership Program in Grade 8

See Appendix 1: This excerpt is from a text by Mariam MacGregor called *Designing Student Leadership Programs: Transforming the Leadership Potential of Youth*.

It provides the framework for the SAS Pudong Grade 8 Advisory Leadership Program.

## **Module 1: Effective Communication and Relationships**

**All of these ideas came from the packet that Fay gave everyone- if you need more details, you can find it there. (Modules 3 + 4)**

**Materials Needed: Journals, Colored Pencils, Crayons, or markers, drawing paper- can be recycled one sided)**

*Objectives:*

- To become aware of the skill of effectively listening to another person.
- To experience the difference between listening and not listening.
- To practice the skills of effective listening and become aware of how it affects friendship.
- To increase awareness of non-verbal messages.
- To begin to realize the value of personal relationships.
- To consider the different relationships we are a part of.

### **Activity 1: Partner Conversations (10 minutes)**

*Purpose: explore the idea that more than talking is involved in successful communication*

Have partners talk to each other for one minute in each of the following positions:

- Back to Back with no head turning
- Side to Side, no head turning
- Face to Face

Topics might include what you did over the weekend, your favorite holiday, book, movie, your family...

Discuss which felt best and why.

### **Activity 2, One/Two Way Drawing (15 minutes)**

*Purpose: explore one-way vs. two- way conversations*

Materials: drawing paper, markers or colored pencils

1. Use partners again- each person needs to draw a simple design using color/shapes. I have found before it is best to limit them to perhaps 5



shapes in simple picture. They can draw simply a geometric design, or simple house, garden....They do not show each other their drawing. ( Give 5 minutes to draw)

2. Partners meet up and sit back to back. First partner gives directions to other to draw what they have drawn without telling what it is. ( for example, draw a straight line about 5 cm down from the top of the paper that is 10 cm. long).
3. The first person to be instructed can NOT ask for any clarification, they just draw. Communication is totally one way.
4. Switch roles of instructor and artist. This time the partner may ask as many questions as they need to. ( Two-way communication).
5. Compare drawings when done- which communication was most successful? Why?

### **Activity 3: 3 Situations ( 15 minutes)**

*Purpose: to demonstrate that how we feel can sometimes depend on where and with whom we are.*

1. Write in your journal about how you feel in the following 3 situations:
  - a. At home (parents)
  - b. At school ( teachers)
  - c. With friends ( without adult monitoring😊)

Compare the feelings for each situation. ( Maybe think about an event like the end of the school day, or the beginning of a school day)

2. When done, discuss with partner or as class...  
Are there times when you feel both positive and negative feelings? Is there a situation where you are more happy? Less happy? Is there a situation that causes you concern?

## **Module 2: Group Dynamics and Problem Solving**

### ***Part 1: Group Dynamics***

**Intro:** Define 'group dynamics'. Then, ask students to come up with things that can have an effect on the dynamics of a group. Write these on the board. Discuss.

**Activity:** Do the group dynamics activity (See attachment/p/32-33 of packet) with the picture of the different group members.

**Reflection:** Have students write about a group they are a part of and the dynamics that play out in this group. Also have them reflect on what strategies a leader can use to overcome challenges presented by negative group dynamics.

### ***Part 2: Problem Solving as a Leader***

**Intro:** Start by discussing how problem solving is a part of being a good leader.

**Activity:** Have student in small group explore and roll play different situations that pertain to problem solving in leadership situations. Here are some possible scenarios (This can be done in the form of a skit and/or explanation of the solution):

- You are planning a school dance with a group of other students and no one can agree what the theme of the dance should be and what type of music to play. You have been assigned as the facilitator of the group. What do you do?
- You are presenting to a group of third graders as part of your leadership program and the teacher leaves the room, several of the students stop paying attention to you and start fooling around. When you ask them to stop they question your authority and start calling you names. What do you do?
- You are a part of an environmental student group that is trying to reduce waste on campus and you want to convince the school to be less wasteful. So far the group has not been able to think of any concrete actions. To take and group members are starting to get discouraged. How do you help your group to work together and come up with ideas for how to actually make this happen?
- You and your leadership team are asked to organize an assembly for the whole MS about bullying. In your group no one wants to participate in the planning and at your planning meetings you don't seem to be making any progress. How do you proceed?
- You are a part of a student group that is focused on making connections to and helping the local community. At your first meeting you brainstorm project ideas and no one can agree on what the direction of the group should be. You have been assigned as the leader of this group. How do you proceed?

**Reflection:** Have students write about a recent situation in which they were faced with a problem or challenge and how they were able to work through this. Have students who are comfortable share their experiences

## Module 3: Peer Pressure – Saying no

### Objectives:

- to practice saying no
- to identify how peer pressure affects us
- to resist giving in to peer pressure

### Activity 1 (5 – 8 minutes)

**Purpose:** To discover whether we are affected by peer pressure and to practice resisting it

### Structure

Designate areas in the room for 'yes', 'no', 'I don't know'. Group members move to one of these areas in response to a question the leader calls out. Start with the simple and move to the more complex.

*Is the sky blue?*

to

*Is there life after death?*

### Discussion: (and/or reflection in blog)

- Were people affected by peer pressure?
- How did you feel when you were in the minority?

### Activity 2 (30 minutes)

**Purpose:** To explore peer pressure

**Structure:** Explain that peer pressure is something to which we are all subjected and to which we sometimes succumb. However not many of us feel comfortable with acknowledging how much we are influenced by others. Or sometimes we don't mean to agree but find ourselves doing or sharing in something that we never meant to.

### Step 1

In small groups of 4, come up with scenarios where peer pressure can be used negatively.

### Step 2

Select 1 volunteer from the class to be the 'pressuree' to act out the scenario with the group that designed it. Try and get through 2 skits.

See what happens

### Discussion: (and/or blog reflection)

- Were you affected?
- How might your response have been different if this was not a simulation and no adults were around
- What are 3 ways in which peer pressure can be used as a positive and to everyone's advantage?

## Module 4: The Crash

### Objectives:

- To explore the need for rules
- To participate in a group work activity

**Purpose:** To provide the group with a situation where they have to come to a mutually satisfactory decision and to make students aware of the process involved.

### Structure:

Split the class into two groups randomly and hand out the third page or post the following on your LCD. Groups will have 20 minutes to make a decision about the following scenario. The only information they will be given is what they have on the sheet.

### Activity/Scenario:

A light aircraft has crashed on landing. All the passengers have been critically injured. On arrival at the hospital, it becomes apparent that there is staff to cope with only five of the victims. Unless treated immediately, all will die.

Step 1: You have 20 minutes to discuss in your groups and choose which five of the following people are to be treated immediately.

No person can be included unless there is 100% consensus.

- A pathologist on the verge of a cure for cancer.
- The widowed mother of 6 children.
- A lobbyist for world peace.
- A world famous pianist.
- An 18 year old with Downs Syndrome.
- A religious leaders.
- A convicted murderer en route to donating a kidney.
- A 60 year old.
- An unmarried pregnant girl.
- A 13 year old girl.

Step 2: Once a decision has been arrived at discuss for 15 minutes how much each of the following influenced everyone's choice:

- Values
- Stereotyped ideas
- Compromise
- Peer Pressure
- Was the discussion amicable/heated?

## Human Rights Education: Modules 5 - 7

[Electronic Resource Centre for Human Rights Education:](#)

First Steps - a manual for starting Human Rights Education

*"All I need is an idea..." Ukrainian student teacher.*

### Guide to the activities:

To make them easier to use, the activities in this part of the manual all have the same format.

#### Title

<b>Aim:</b>	This, and the brief introduction to each group of activities, tells you why they are useful
<b>Learning points:</b>	These are the key concepts contained in the activity. Keep them in mind as you do it,
<b>What you need:</b>	This tells you what equipment you will need and what to prepare before the lesson
<b>Time:</b>	The times shown are estimates of how long it will take to do the activity and any discussion component.
<b>How to do it:</b>	This part explains the activity step-by-step. Where specific methods are used, these are explained in the Part Two of this manual.
<b>Questions:</b>	Most of the activities use open questions and discussion to help students to think about the issues raised by the activity. Advice on using open questions and discussion is available in Part Two of this manual.
<b>Choices:</b>	These are suggestions for further work on an issue. Some activities have ideas for adapting them for another age group. Others have ideas for human rights actions.

#### Information / Examples / Gamecards:

Some activities have additional parts. To avoid missing anything, read the whole activity through before attempting it, and check that you have found all the items listed under "What you need".

# Living together - activities about respect

These activities emphasize that the way we interact every day has a direct effect on respect for human rights. A game with rules raises questions about how laws are made, and an activity about listening focuses on the right to an opinion and the responsibility to respect the opinions of others.

## Camping Out

(Adapted from an idea in Understand the Law 1994, The Citizenship Foundation)

**Aim:** This game helps students understand how communities develop rules and laws to protect people's rights.

**Learning points:**

- Rules of conduct prevent conflict and protect rights.
- Such rules are best made democratically.

**What you need:**

A copy of the "situations" (see next pages) for each group.

**Time:** About one and a half hours

**How to do it:**

- Form the class into small groups of five or six.
- Tell the students:

"Imagine that you are going on a camping trip with a group of friends. Someone has told you about a wonderful location for a camp, a clearing in the woods near a lake, far from civilization. You have been planning together for several weeks, and finally the weekend arrives. After a long journey, you arrive at the clearing. You have brought everything you need for your holiday, including one large tent for all of you to sleep in. There is a well nearby with good water, and you have permission to cut wood and make fires. There are no other facilities, no rules, and no adults or camp administrator. You set up camp, swim, and prepare for a week of fun!

However, by the end of the first day at the campsite, there have already been some disagreements about how the camp should be run. You all realise that it would be better if you could agree on ways to make your holiday easier. You hold a meeting."

- Ask the students in their groups to see if they can think of four or five problems that might face a group like themselves. Ask them to decide how each problem could be solved.
- Ask the students to consider the following questions:
  - How did they make their decisions?
  - Did anyone disagree?
  - Did everyone have an equal say?
- Now read the following text to the students:

After the meeting, all goes well and things are much better. However, after a couple of days, more problems arise, which together you have to sort out to prevent them happening again."

- If you are able to copy the "situations" from pages 104 and 105, distribute a set of them to each group. In their groups the students should place all the "situations" face down on the table and take them up one at a time. They should try to reach a decision about what to do in each "situation". If possible they should try to agree. (If you were unable to hand-copy or photocopy the "situations", read them out one by one, and try to reach a decision as a class, although this will be more difficult).
- If some groups finish the game more quickly than others, ask them to think about the questions below.
- When all the groups have finished playing the game, go through the "situations" asking the whole class what decisions they made. Don't ask every group to comment on every "situation" - that would take too long.
- Follow the activity with a discussion using the questions below.

#### **Questions:**

- In this activity you used rules to protect the rights of everyone in the camp. What would have happened if you were unable to agree on rules or if everyone ignored the rules?
- What makes a good/bad rule?
- What about laws? Should you always obey laws, even if they are bad?
- Some rules and laws are unwritten. For example, "moral" or religious laws. Why do groups of people obey these rules/laws, even though they don't have to?
- Rules and laws are usually enforced by a punishment or sanction. You probably decided to use sanctions against people who broke the rules in the camp. What is the aim of sanctions? What sort of sanctions are most effective? Can sanctions be counter-productive?

#### **Choices:**

- This activity could be the starting-point for making a set of class rules which are agreed by the students and the teacher in a participatory way (see section

**Questioning** in chapter **Useful teaching methods** in **Part Two** for more ideas about this).

- In many countries, execution is the punishment for all sorts of "crimes", from murder to offences such as trading on the black market. This activity can be a starting-point for a discussion about whether or not execution is a real deterrent for crime.

### **Situation Cards for "Camping Out":**

#### **Situation One**

Someone has to sleep near the door of the tent, which doesn't close properly. By the morning, this person's belongings have usually spilled out of the opening onto the wet grass. He or she complains that their belongings will be damaged. What do you do?

#### **Situation Two**

You all agreed at the meeting how the camp should be run. Now, one of you takes no notice of what was decided. How can you enforce the rules?

#### **Situation Three**

Someone left the kettle boiling on the fire and went away to swim. The kettle fell into the fire and sparks set fire to a corner of your tent. You all realise that you have a safety problem. There may be others. What do you do?

#### **Situation Four**

Getting water from the well is a very boring job. Everyone would prefer to go swimming than fetch water. However, one of you strains your arm while swimming and can't carry water anymore. This means that the rest of you will each have to spend more time carrying water. What do you do?

#### **Situation Five**

Two of you are smokers, the others are not. The non-smokers strongly object to the smell of smoke in the tent but the smokers feel they should be able to smoke whilst they are relaxing. What do you do?

#### **Situation Six**

One of you has brought a radio and plays loud music early in the morning. This makes everyone angry. What do you do?



**Situation Seven**

You all share one tent, but cannot agree about keeping it tidy. Some like the tent to be neat all the time, the others don't. The arguments are affecting the atmosphere in the camp. What do you do?

**Situation Eight**

Someone damages an expensive guitar belonging to someone else. She or he refuses to pay for the repairs. What do you do?

**Situation Nine**

A friend of yours joins you for a couple of days. She or he has brought their own tent, but ignores the rules which everyone else has agreed. What do you do?

**Situation Ten**

Two of you feel that the camp should have a rule about alcohol and drinking. They ask for a meeting to discuss the matter. Most of you are against a complete ban. What do you do?

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# Active listening

**Aim:** This listening activity helps students to improve their listening skills and to think about what makes "good" and "bad" listening.

*(Students will be looking more closely at Article 12 of the Convention on the Rights of the Child, and Article 19 of the Universal Declaration of Human Rights, in Humanities later in the year. These activities will provide an introduction to that later unit).*

## Learning points:

- Listening is an important skill for respecting each others' right to an opinion. - We can improve our listening skills by practice.

**What you need:** The boxes "What helps us to listen?" and "What prevents us from listening?" from the next pages.

**Time:** About 30 minutes

## How to do it:

- Form the class into pairs.
- Explain that, in a moment, one person in each pair will have to speak without stopping while the other person listens as carefully as they can. The speaker can speak about anything they want to. For example, themselves, their family, an interesting experience....
- Allow a moment for the pairs to decide who will talk and who will listen.
- Give the signal for the speakers to begin speaking.
- Allow the speakers a minute or two of uninterrupted speech. Then, before they begin to run out of things to say, clap your hands and ask them to stop.
- Ask the listeners to repeat back to their partner the last two sentences which that person said. This request is usually a big surprise - few people will be able to remember the two sentences perfectly!
- The pairs exchange roles, the listener now speaks and the speaker listens.
- After a couple of minutes, stop the speakers again. It is likely that the listeners this time will have been listening more carefully - so ask them to repeat the last THREE sentences which their partner said!
- Use the questions below to draw out the learning points.

## Questions:

- Could you remember the sentences?
- Was it easier to remember them the second time? Why?
- What did you do to help you to listen? Did you do anything special with your body? Or with your face? What about your mind?
- What prevented you from listening?
- Now show the class the information in the boxes "What helps us to listen?" and "What prevent us from listening?" from the next pages. Is there anything in these boxes which they did not think of? Why?

- What do we gain from listening to each other? Have you ever been in a situation where no-one would listen to you? How do we feel when our opinion is ignored? Do you agree with the idea that we can improve our listening skills by practice?

#### **Choices:**

- If you wish, you can continue the game, maybe swapping partners or increasing the number of sentences which the listener must remember each time.
- It can be fun to repeat the game, making it harder every time, over several days or weeks, so that the students can see their listening improve.

#### **What prevents us from listening?**

##### **On-off Listening**

People think faster than they talk. This means that when you listen to someone, you have a lot of spare time for thinking. Often, we use this time to think about lunch, or what we did last night, instead of thinking about what the other person is saying!

##### **Prejudice Listening**

In every part of the world, there are words or phrases which cause people to stop listening. Words like "capitalist", "communist", "fundamentalist". When people hear these words, they stop listening and start to plan their defence, or a counter-attack.

##### **Closed Mind Listening**

Sometimes, we decide quickly that the person (or the subject) is boring, wrong, or not relevant, or that we know what they are going to say. Then we stop listening.

##### **Distracted Listening**

Noise, lights, temperature, other things in the room, or what you ate for breakfast can all prevent us from listening to what people are saying. However, with practice, we can still listen well in these circumstances.

#### **What helps us to listen?**

We listen with our bodies as well as with our minds...

- face the speaker
- have good eye contact
- have an open posture (don't fold your arms, turn your back.....)
- lean towards the speaker

- relax

Listen to **what** is being said...

- listen for the central theme, not just the "facts"
- keep an open mind
- think ahead
- analyze and evaluate
- don't interrupt

Listen to **how** it is being said...

- non-verbal signs (for example face expressions, body posture)
- tone of voice

Listening is important because...

- It shows people that you value their experience and what they say
- It encourages people to talk honestly and freely
- It can help you to identify areas where people agree or disagree, and helps you to think of solutions to these disagreements

# Who, me? - activities about responsibility

## Rights and Responsibilities

**Aim:** This short listing and discussion activity helps students to understand the connection between rights and responsibilities

**Learning point:**

- Every right has a corresponding responsibility.

**What you need:**

- Simplified Version of the Universal Declaration of Human Rights (see Part Five).
- Information about Rights and Responsibilities (see next pages).

**Time:** Forty-five minutes

**How to do it:**

- Ask the students to form pairs. Each student should write down five important rights which they think they should have in the school and five important rights which they think they should have at home. For example, the right to their own space.
- Ask each student to swap their list with their partner. Each student should think of the responsibilities which correspond with each right that their partner listed. For example, the responsibility to respect the space of the people they live with.
- Every pair reports to the rest of the class two rights and their corresponding responsibilities from their lists. The teacher should write the rights and responsibilities on the wall.
- Ask the students to read the Information about Rights and Responsibilities. Start a discussion using the following questions:

### Questions:

1. Was it easy or hard to think of each right's corresponding responsibility?
2. In the example about seatbelts (see Information about Rights and Responsibilities on next pages), who do you think is right, the government or the people who refuse to wear seatbelts?
3. What if someone you knew was injured because a driver refused to wear a seatbelt? How might this happen? How would you feel?
4. What if a sick child died because the doctor was too busy helping a driver who had refused to wear a seatbelt and was injured? Look at the Simplified Version of the Universal Declaration of Human Rights in **Part Five**. Which rights are involved in this example?
5. Can you think of similar examples where other rights and responsibilities conflict?

### Choices:

- Because issues of rights and responsibilities are common in schools (for example the right to use equipment, and the responsibility not to damage it) this activity can be the basis for using the language of rights and responsibility in everyday situations.
- As an action, students and teachers can keep the list of rights and equivalent responsibilities on the wall. When conflicts occur, or when other rights issues come up, anyone is free to add to the list. For example, if some students have been "borrowing" other people's possessions without permission, a student might decide to add to the list: "I have the right to privacy and security for my belongings / And I also have the responsibility to respect the privacy and security of my classmates." It might be useful to write at the top of the list: "We all have the right to add to this list / And we have the responsibility not to write things which violate the rights of others".
- To help clarify rights and responsibilities, students could read the following information on "Negative" and "Positive" rights from page the next page, then go through the Universal Declaration of Human Rights identifying "Negative" and "Positive" rights (they will find that many rights consist equally of "negative" (responsibility) and "positive" (right) elements.

### **Information about Rights and Responsibilities**

Every right has a corresponding responsibility. For example, your right to freedom of speech is limited by your responsibility not to say untrue things which will degrade another person and abuse their right to dignity and good reputation.

The balance of our rights and our responsibilities to respect the rights of other people means that we usually have to exercise our rights within certain restraints.

There are many situations where rights and responsibilities of different people conflict. For example, some countries have laws making the wearing of seatbelts compulsory in cars. Many people oppose these laws, arguing that it is a restriction of their right to act freely.

The governments of these countries argue that people in cars have a responsibility to the hospitals, doctors, and the rest of society to do everything possible to avoid getting injured while they are driving. It is argued that if people do not wear seatbelts and are injured, they take time, money and hospital space away from people with illnesses, and therefore restrict the right of sick people to proper health care.

### **Information on "Negative" and "Positive" Rights:**

The term "negative right" is used to describe a right which stops something harmful or unpleasant being done to us. Examples of negative rights are the right not to be killed or badly treated or to have your possessions stolen. These are negative rights because they say NO to someone who might want to hurt you.

The term "positive right" is used to describe a right which declares our freedom to do something. For example, the right to be paid for your work is a positive right. These are positive rights because they tell you that YES you have this right, and they tell other people that YES they must support your right. For example, your employer has a responsibility to pay you.

# **Simplified Version of the Universal Declaration of Human Rights**

## **Summary of Preamble**

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

## **A summary of the Universal Declaration of Human Rights**

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Every one has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.



14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

**Source:** [Electronic Resource Centre for Human Rights Education](#):

# ***Leadership Options 2007 - 2008***



*"The only way to achieve widespread change is by developing, encouraging, and supporting new leadership to share the work." Julian Weissglass, A Call For Educational Change Leadership*

## **OPTION 1: ELEMENTARY TEACHER LEADER TEAM**

*Do you want to learn how to be a leader and have fun with younger kids as well???  
Well then join the Elementary Teacher Leader program!*

**What Will I Do?** You will receive training on leadership skills and will help to prepare lessons on issues such as Cooperation, Friendship, Manners, School Pride, Peace, Keep It Clean, Community Service, Bullying, Love, and Research Skills. You and one or two other students will be assigned your own class from pre-K- 5<sup>th</sup> grade. Once a month you will conduct activities within your classroom like: group building activities, reading activities, teaching life skills lessons: health, friendship, cooperation, teamwork, organization, study skills, etc., playing games to encourage fairness and friendship building, making stories

## **OPTION 2: SAS SPIRIT LEADERSHIP TEAM**

Want to help breathe some new life into the school? Are you interested in organizing activities to promote school spirit? If you answered yes, then please join us in the SAS Spirit Leadership group. We will be organizing activities and events to promote school spirit in the middle school, throughout all of SAS and our community. Please come with your ideas and be prepared to give SAS a facelift for the sake of school spirit!

## **OPTION 3: ENVIRONMENTAL LEADERSHIP TEAM**

Do you care about our environment and want to actually **DO** something about current environmental issues? Be a part of the team that is going to help make SAS a more environmentally conscious place. You will have the opportunity to plan and carry out projects that will actually make a difference. Examples of activities that the team will be involved in include; running the middle school recycling program, helping our campus to reduce the amount of energy we use and waste we produce, planning school wide environmental activities including plans for Earth Day 2008, and

organizing fundraisers to support the environment. Join this team and be a part of the solution!

#### **OPTION 4: CULTURAL CONNECTIONS LEADERSHIP TEAM**

Are you interested in Tai Chi, Kung Fu, Calligraphy, Lantern making, and Photography? Let's explore the possibilities that China has to offer! In this leadership session we will explore how to bridge gaps between cultures and forge understandings of Chinese cultural elements. We aim to celebrate cultural diversity through action. In this session you will be able to develop leadership skills through planning lessons, coordinating programming, and making connections with local professionals while taking part in kinesthetic learning.

#### **OPTION 5: EXTENDED COMMUNITY SERVICE TEAM**

The focus of this leadership opportunity is on performing additional and extended community service that builds on the work done by Mr. Zigmand. During the time devoted to this area, students will learn about community issues and focus on the needs of the disadvantaged here in the Shanghai area. As a group they will explore issues, narrow their focus, set realistic goals and then take the lead on solving / helping at the grassroots level. One example of this type of service was reflected in the very successful Christmas donation program to a local school. This effort was headed up by Mr. Zigmand and we would like follow his example and really make an impact this spring. We are looking for open-minded and positive students who are willing to put in an extra effort / time to help others.

#### **OPTION 6: CONTINUING WITH YOUR GLOBAL ISSUES ACTION PLANS TEAM**

Do you want to continue with your global issues work? Do you want to continue making a difference? You don't need your whole group to help you. Use the work you've done and make a new group or continue on your own. This leadership opportunity will allow you to develop the ideas created in your original action plan. Do you want to continue with fund raising and raising awareness through your wikis? Do you have ideas about how to gain community support? Maybe you want to raise money through bake sales or developing and creating a fashion parade or a concert as part of an awareness campaign, or through providing refreshments at MYG nights. The possibilities are endless.

**Take a stand,  
Take control of the situation,  
Take the opportunity to keep it going.**

# Literacy

## Activities

Draft

## Bloggng in Advisory

### Aim

To help develop and provide the following:

- Voice
- Communication
- A medium for independent expression

### Why blogg?

Here in Grade 8, we have seen the benefits of giving students more voice as well as an immediate medium for reflection. Not only has it allowed us as teachers to consolidate literacy, it has also allowed us insight into students' thoughts and interests. Students' pride in their work is a motivating force, as is the knowledge that their words and voice are public. Blogging is an ever-growing phenomenon and part of the life of today's global citizen.

There is some argument that when students are required to write posts, this is no longer blogging, that we have interfered with the 'free flow' of thought and the independence of this medium.

"By its very nature, assigned blogging in schools cannot be blogging. It's contrived. No matter how much we want to spout off about the wonders of audience and readership, students who are asked to blog are blogging for an audience of one, the teacher... When the semester ends, "students drop blogging like wet cement." (Will Richardson, in Downes)

Our job, therefore, is to keep our students enthused about their subjects and provide a writing framework for communication; to make them *want* to write. In the end, all writing is about communication. Structure aids that communication. It is true that some do complain. But at the same time, in our experience, they all write more on blogs and demonstrate more insight and more 'connections' between themselves, the topics and the outside world than they have previously done on paper. Every new word and thought adds up. In grade 8, blogs are not only used in advisory but also across core classes and specials.

### Comments:

*Dominic Ouellet-Tremblay, a fifth-grade student at St-Joseph (Quebec City, Canada), writes: "The blogs give us a chance to communicate between us and motivate us to write more. When we publish on our blog, people from the entire world can respond by using the comments link. This way, they can ask questions or simply tell us what they like. We can then know if people like what we write and this indicate[s to] us what to do better. By reading these comments, we can know our weaknesses and our talents. Blogging is an opportunity to exchange our point of view with the rest of the world not just people in our immediate environment."*<sup>2</sup>

### Sources

Downes, S., Educational Blogging

<http://connect.educause.edu/Library/EDUCAUSE+Review/EducationalBlogging/40493>

Dyck, B., Log on to a blog, Educationworld, [http://www.education-world.com/a\\_curr/voice/voice123.shtml](http://www.education-world.com/a_curr/voice/voice123.shtml)

## **Setting up your Blog**

**(Amanda's pdf file needs to be converted to word)**

Draft

## The Grade 8 Reading Program

At the end of each week, Grade 8 devotes the advisory period to reading. All classrooms have their own class library. Areas in the library (the 2 garden rooms) may also be booked. The emphasis is on reading for fun. There are a number of options for this period in order to enhance reading fluency in Grade 8:

1. Students read in silence for the advisory period. Where possible, the advisor is encouraged to also 'drop everything and read'. 'Talking' books should also be provided.
2. The period can also be run in the library, with a short reading session by Patricia McGillivray, (the middle school librarian), or by the advisor. The aim is to encourage use of the library and introduce new books to the students. The whole period could be spent sharing books, or dividing it into sharing and reading.
3. Round Robin Reading (RRR) – students take turns reading aloud from their books. After reading aloud, they explain what their book is about, and why they wanted to read out that specific passage. (use carefully with ESOL students and those with reading hesitancy)

### Why do we have a reading program in Advisory?

We see reading enjoyment as the cornerstone of academic success. It develops connections between subjects, and it builds understanding of grammatical structure, vocabulary and the human condition. Research into reading over the past few decades all supports this. Gisler and Eberts argue that

“When teens read more than just their classroom assignments, research clearly shows that they generally do well in school. First of all, the extra reading expands their vocabularies. It also shows them how different writers put down their thoughts leading to better writing skills. And teens who read more serious literary works gain skills in handling complex ideas. The more teens read, the more information they pick up. This leads to a solid core of knowledge that is useful in a wide variety of classes.”

This is supported by Nation, who describes the following benefits for ESOL students:

*“experimental studies show that not only is there improvement in reading, but that there are improvements in a range of language uses and areas of language knowledge. Although studies have focused on language improvement, it is clear that there are affective benefits as well. Success in*

*reading and its associated skills, most notably writing, makes learners come to enjoy language learning and to value their study of English.”*

To achieve these benefits for our students, we want to build on the reading programs run in the lower grades. As part of this approach, reading is integrated throughout core classes; adding an additional layer in advisory allows us to consolidate the importance of reading and to share our own love of reading with students. We want to create a culture of readers here at Pudong. If reading is not emphasized throughout all areas of our program, we cannot hope to reap its benefits. As Nation argues:

*“...the figures on repetition indicate that teachers need to be serious about extensive reading programs particularly in ensuring that learners do large amounts of reading. The benefits of extensive reading do not come in the short term. Nevertheless, the substantial long-term benefits justify the high degree of commitment needed.”*

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Nation, P., (1997) The language learning benefits of extensive reading, The Language Teacher Online, <http://www.jalt-publications.org/tlt/files/97/may/benefits.html>

Reading can bring social change, (20 Nov, 2002) UK Education, BBC News, [http://news.bbc.co.uk/2/hi/uk\\_news/education/2494637.stm](http://news.bbc.co.uk/2/hi/uk_news/education/2494637.stm)



# Career Fair

## Activities and documents

(this section still to be written)

## **8<sup>TH</sup> GRADE CAREER FAIR!**

We are hoping to do a Career Fair this year in which we have representatives from different professions present what they do. Students will be able choose presentations on careers they are interested in and get excited about planning for their future!

If you might be willing to present at such an event please put your name, you occupation and your e-mail below. The Career Fair will not occur until 2<sup>nd</sup> or 3<sup>rd</sup> quarter and we will let you know in advance of the proposed dates. Thank you.

Name	Profession	E-mail
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**Appendix 1:**

Mariam MacGregor, *Designing Student Leadership Programs: Transforming the Leadership Potential of Youth.*

Draft